

Assessment Series III

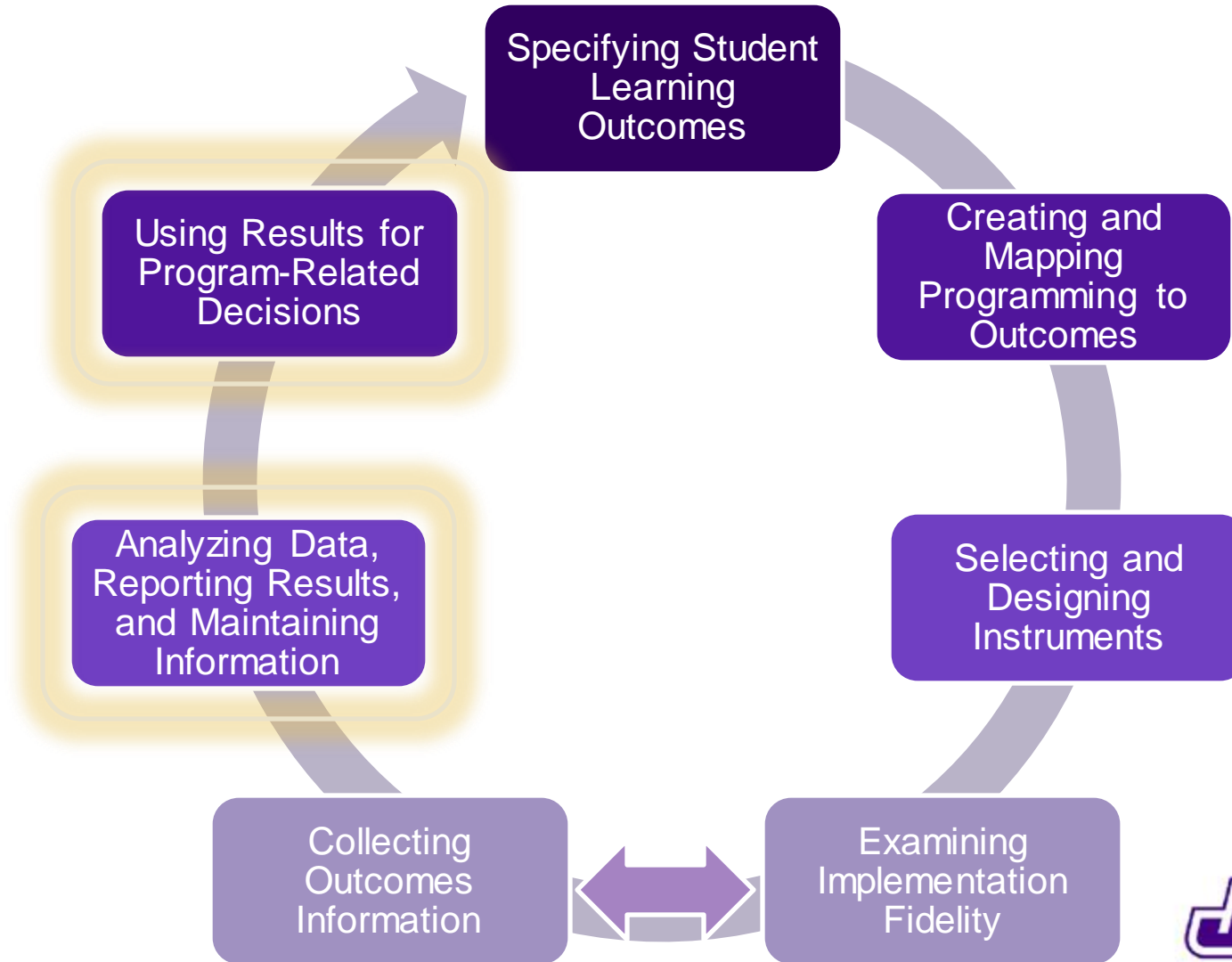
Analyzing Data, Reporting Results, and Making Changes

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 **JMU** University
Career Center

Assessment Cycle



Assessment Series #3: Data Analysis, Reporting and Change

- As a result of participating in the third assessment series presentation, UCC staff members will be able to...
 - Describe the process of Weigh Pig, Feed Pig, Weigh Pig
 - List the 3 conclusions you can draw based on analysis of program data
 - Pull at least 1 data visualization using Qualtrics

Weigh Pig, Feed Pig, Weigh Pig¹

- Use of Results:

- Changes to the assessment or assessment mechanics
- Changes made to a program
- Making a change to a program, re-assessing that program and determining how the change influenced student learning

Don't Equate Change With Improvement!
"A change is only an improvement when one can demonstrate its positive effect on student learning"

Now What?

Best Practices for Effectively Using Data to Make Evidence-Based Decisions¹

- **Put the data in context**

- Data won't always make sense by itself, find ways to make meaning of data through context, past and present.
 - Use of benchmarks, standards, or data from previous years for comparison

- **Start Simple – Clear and Concise**

- Make your data easy to interpret, simple graphs and charts can say a lot
 - Provide sample sizes when possible for comparison and to reflect representation
 - Focus on what is observable – patterns in the data, high or low values of interest

Drawing Conclusions

- We can typically draw one of three conclusions about a program based on assessment results¹:
 - The program is **effective**
 - The program is **conditionally effective**
 - The program is **ineffective**

¹<https://www.jmu.edu/assessment/sass/AC-step-seven.shtml>

Program is Effective

Report and
share results

Consider
publishing
results

Expand the
program

Continue to
assess program
and monitor
implementation

Program is Conditionally Effective

- Investigate under what conditions the program is effective
 - Infidelity data, focus groups, targeted survey questions
- Change/add to the program based on theory
- Keep the existing program and create supplementary/additional programming targeted to specific sub-populations

Program is Ineffective

Was the program not implemented as planned or with high quality?

- Provide better training
- Adjust schedule to make sure there is time to cover all topics
- Create checklist

Were the activities misaligned with theory?

- Choose different activities that better align with theory

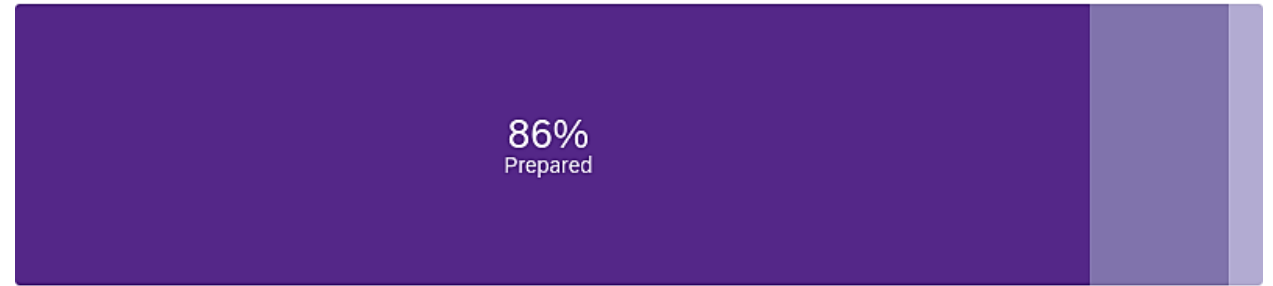
Was the program insufficient in length or strength?

- Request additional resources to lengthen the program
- Add additional interventions aligned with theory
- Narrow the focus of the program to be more realistic

Interpreting your data

Question: Please indicate how prepared for Career Fair you felt regarding each of the following:

Quality of Your Resume



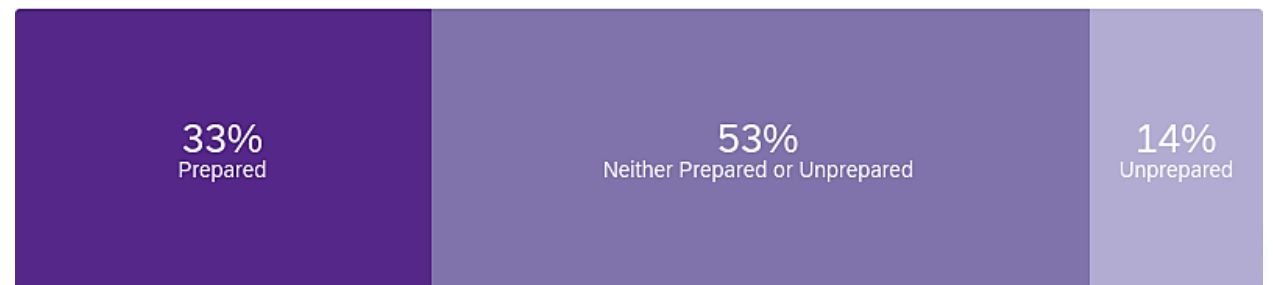
■ Prepared ■ Neither Prepared or Unprepared ■ Unprepared

Ability to Articulate my Strengths



■ Prepared ■ Neither Prepared or Unprepared ■ Unprepared

Knowledge of Employers You Visited

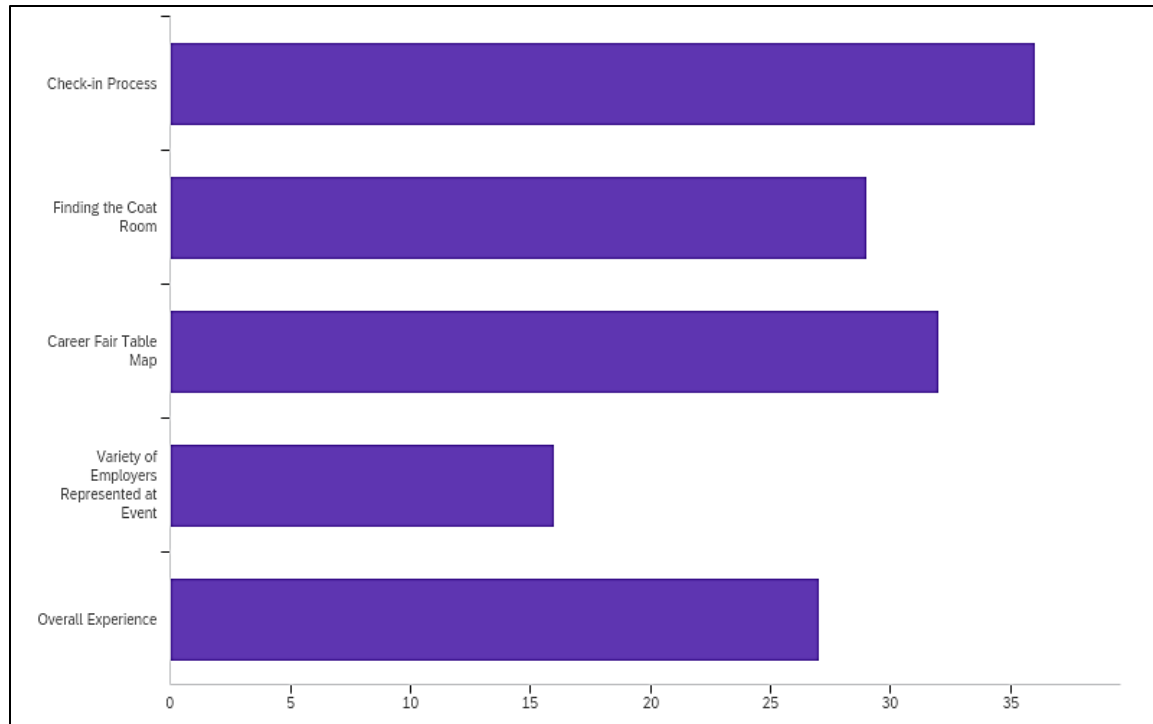


■ Prepared ■ Neither Prepared or Unprepared ■ Unprepared

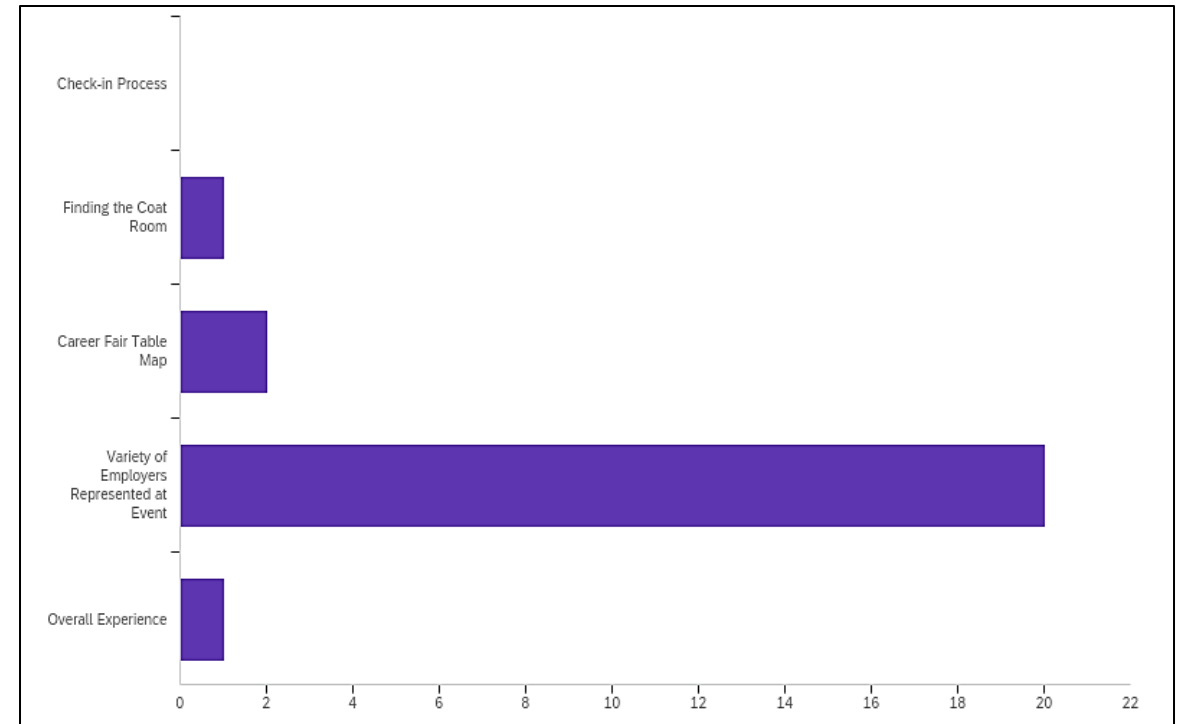
Interpreting your data



Which of the following aspects of the Career Fair went well?



Which of the following aspects of the Career Fair did not go well?



Making Changes¹

- Proposing Learning Modifications
 - Based on your results, were your learning outcomes met? If not, consider why, and what changes could be made to more successfully align to the intended outcomes.
- Establish a Timeline
 - Be specific, set aside time for research, modifying learning outcomes/strategies used to achieve them, plan dates for proposed implementation of changes.
- Implementation
 - "Fatten the Pig"